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VISUALITY AND EDUCATION

Social Media and Violence

Good afternoon, respectable colleagues from on behalf myself and colleagues Dorota Siemieniecka, co-author of this study and greetings from the Faculty of Educational Sciences, University Nicolaus Copernicus, Torun, Poland.

SLIDE ONE (1)

Since the beginning of XXI century, social media – being visual on everything today, increased the violence which affect children;

UNICEF even issued a campaign #ENDviolence online having in mind that more than 175,000 children go online for the first time every day – a new child every half second become visual online.

Violence against children is not inevitable. Children abuse online really has many forms. The ones that produce and conduct abuse may distribute and consume child sexual abuse material, victimize children through live streaming and produce hate, through all different kind of manipulation, against other and different ones regardless their race, religion, gender, age, education and/or sexual orientation. Bullying online is serious crime and can be very cruel which produce very often consequences with very harmful feelings and outcomes.

Although, not just children - personal violence is there as well - stalkers and their victims and violence connected with sex (gender) having in mind that in this case the most victims are woman.

Dorota Siemieniecka and Małgorzata Skibińska in the text *Stalking and cyberstalking as a form of violence* pay attention on the problem of stalking as a category of crime. The scope of the problem includes cyberstalking.

Their findings show that “The majority of victims of stalking are women (72% -95%), most perpetrators (79% - 87%) are men. Studies have shown that 49% of victims were in a relationship with the stalker.

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SLIDE TWO (2)

Through the Research conducted on Social media – Facebook in Bosnia and Herzegovina within the period of 31.3. – 10.4. 2015, it has been shown that every third (20 %) out of 90 children has been under the some kind of violence (verbal, written, physical and/or pshychological).

The Study group on Facebook was composed out of a total o randomly selected 90 children (previously given approval from their parents) at the age between 13 and 17 years old from all three ethnic groups from Bosnia and Herzegovina (equally divided: 30 Muslim-Bosniaks, 30 Croats and 30 Serbs – equal number of male and females).

Results were devastating for the future of joint living in Bosnia and Herzegovina:

- a) Ignorance about other and different regardless from which nation is he and/or she.
- b) Ignorance about basic tools in regards proper communication having in mind that we have never had more means for communication as we have now, but nowadays we less communicate than ever. „Communication“ is here as communication through mutual understanding, respect and knowledge.
- c) Ignorance about manipulation which happens through distraction by the side of opinion makers (politicians, religious and social leaders)

Research data have been analyzed as per the descriptive method which is one of the analysis techniques used in qualitative research methods. Following the research, it has been found out that discourses containing physical violence, threat and insult that can be considered as an indicator of tendency to violence are used in most families.

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SLIDE THREE (3)

Schooling system in Bosnia and Herzegovina

- *Ignorance about other and different regardless from which nation is he and/or she.*

Since the dissolution of Socialist Federal Republic of Yugoslavia in 1991 (Yugoslavia, as a state, in different forms, existed between 1929-2003) all the national states came out from the previous country have focused on „their“ language, „their“ history and „their“ people. Although, Bosnia and Herzegovina, which was called „Yugoslavia in small“ has everything tripled as mentioned above. So, children within the primary school and secondary schools (depending which part of the country it is and it still goes like this) have been taught that Croats should speak only Croatian language, Serbs only Serbian language and Bosniaks (Muslims) only Bosnian language, although it is the same language having in mind that the difference between languages are just 15 % and if languages are similar up to 60% that is, in that case, one and same language and here we are talking about 85% of similarity. Believe me, in Bosnia and Herzegovina we do not need interpreter to be able to fully understand each other. South Slavs,

now divided in different ethnic groups are “*reach people*”: They speak, without going to school to learn it, at least 3 languages (including their own) without accepting that as the fact.

Through the language, it encircled history, geography and all subjects, including chemistry and physic, although any serious researchers would have asked themselves how chemistry and physic can be connected and with any kind of the language being universal for all of the people in the World. Social media presence, within this issue have shown, that, when the children were talking about history, language and geography, disputes were devastating for the future of the joint life in Bosnia and Herzegovina. Bosniaks (Muslims) knew more about the Turks, for example, then about European history being a part of Europe. Visuality, as “educational” tool, was presented through the different visual presentation of the map of Bosnia and Herzegovina from three different ethnic groups within the Facebook depending to which one they belong: Naci-chauvinists from Bosniak (Muslims) side very often shows Great Bosnia from the Mid century (before Turks came here as invaders in XIV century) when almost a half of Croatian Adriatic coast was under the control of Bosnian kingdom. In the same time Naci-chauvinists from Croat side from BiH consider very often Bosnia and Herzegovina as a part of Great Croatia, while Naci-chauvinist from Serb side from BiH thinks that Bosnia and Herzegovina is a part of Great Serbia. That effects mostly children which starts first with visual confusion, watching different maps online – often and repetitive on social media and finish with open and exclusive hate and harassment of other and different ones regardless to which nation they belong. As Tabula rasa at the beginning, social body is shaped within the family and school, but in the XXI century through social media, as the biggest shaper of human mind, especially children.

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SLIDE FOUR (4)

More communication, less conflict

- *Ignorance about basic tools in regards proper communication having in mind that we have never had more means for communication as we have now, but nowadays we less communicate than ever. „Communication“ is here as communication through mutual understanding, respect and knowledge.*

On social media, you're doing all the talking. You're publishing content-images, videos, eBooks, infographics, white papers, and more-and trying to generate engagement with your fans and followers, and ultimately hoping that they interact with your brand or take an action. With social networking, there needs be a mix of both talking and listening. If you're joining groups and networks on social media and doing all of the talking-posting about your brand and tooting your own horn-you're not going to get the type of respect that you probably deserve, and you're likely going to miss out on some great opportunities because you're not listening. To be great at social networking, you must take the time to listen and engage with others.

Yes, although what has been presented to the children in Bosnia and Herzegovina within different classrooms (yes, there are two schools under one roof – ethnically separated – apartheid sui generis in XXI century within Europe, in Bosnia and Herzegovina) stops children communicating in proper way, having different views on same historical and geographical issues. More than 75% of children (67 out of 90) regardless of their national and ethnic background has shown ignorance about “others and different ones”. To be able to use social media as the part of educational tool, we have to engage media literacy and it is development of critical thinking in regards understanding and solving different kind of issues related to the ignorance about Croats and/or Bosniaks(Muslims) and/or Serbs within Bosnia and Herzegovina.

Visuality education through social media is indirectly connected with possible violence and bullying based on ignorance about other and different ones Through our research we found that 50 % of involved children (45 out 90) regardless of their national and/or ethnic background were ready to arrange a fight in the real word for their stands expressed online, on the Facebook. Twenty five (25) out of the mentioned 45 (50%) were also presenting a date and time for the arranging of the possible conflict outside of the virtual world after watching “provocative” photos (as the ones above) on other children Facebook statuses. This shows even worse pedagogical approach by the side of their teachers, although what children brings from their homes as well. It is not only school that raise our children. Family does it as well.

Communication should be based not in confronting the firm stands, but also listening and understandings of the stands of others and different ones trying to find consensual solution based on mutual interest. It is the goal of the future education in Bosna and Herzegovina regardless of nationality or ethnicity: We all are South Slavs with different religion backgrounds. If we start from that point of view to present it to other and different ones, we will start finding a similar cultural and historical remembrance which will lead us to the point of mutual understandings. Visuality is the key within the education, although viscosity with positive stand which will include interests of all involved sides, based on more communication, educated (literate) communication, above all.

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SLIDE FIVE (5)

Politician as the problem, not solution

- Ignorance about manipulation which happens through distraction by the side of opinion makers (politicians, religious and social leaders). Ignorance reflected through the lack of knowledge that memory can not be short, but long term fact. In Bosnia and Herzegovina memory is the shortest as the time pass by. They have been manipulated by the same people who makes problems, than offers a solutions. Ignorance connected with gradual strategy and strategy of deffering, preparing them for the „inevitable“ in the future of his/her social and political life. Ignorance about what „mediocrity“ means through glorifying exactly mediocrity as the corner stone of their future life. Ignorance about the fact that only interaction with other

cultures will improve his/her own culture and being closed within my own cocoon will only get me back in centuries. Ignorance that the game of „self-blame“ will strengthen only the power of manipulation than the power of self developed conscience.

The research has shown (80 out of 90 children – 88 % of them) that all three different ethnic groups has their political, religious and social leaders as deacons for the future, although they (mentioned ones) are the most guilty for the poverty in BiH within last 24 years, since the war ended. Why is that? Simple, because of the lack of ethics among the leaders of all three sides as well as media literacy among the educators as well as among the ones to be educated for. Also, social media is an answer for the raised problems of online violence because social innovation might be incorporated as a tool within it. How? *As the persons who participate within the process of communication, become active subject and creator of the final information (read: innovation), which is, at its end, not that any more but final product of interaction of equal subjects. To stop being objects there is a need for more than just will itself. And that “something” is not just “the knowledge” about the subject of interaction – that “something” is interaction of equal subjects¹. To stop being objects we need more than just the will itself. That “more” is not just „knowledge” about the subject of interaction that “more” is equality of interaction within the creation of the vision of “Global village”. Where that “village” will be suitable place for the match (or game) of ideas and where the game of ideas will be presumption of the creation of another, one more, quality. Because, of the communication itself, as I wrote back in 2017.*

Violence within Social media as so call “cyberbullying” is extended form of violence from the real world based on frustrations of any kind. Sending visual dirty messages and sending of dirty words to another and different one (in this case different ethnic group) is the extension of some psychological or sociological issues raised within the social environment of the focused children. Research has shown that on question “Do you react on posts of Facebook which shows in negative way your ethnic background and if so, how?” 35 kids (12 Serbs, 11 Croats and 12 Bosniaks) out of 90 (38,8%) reacted pretty nervous such as: “I will do the same.”; “They are evil”. “We should finally separate from them.” and “I hate them,” and “They are all the same: war criminals and our enemies.” and “I told them already several times that I will kick their ass and that they are enemies of our own.”

Their social environment reflect their behavior on the social media and very often this hate language becomes more visible in real life when it becomes a real bullying against the other and different one, based on, mostly, of the hate language given by the side of their politician, religious and/or social leaders.

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¹ S.H. wrote this in 1997 - seven year before appearance of Facebook (2004) as social media network.

SLIDE SIX (6)

Cyberbullying as the *Conditio sine qua non* for the haters

Social media can be used for producing opportunities for creative construction of a new model of citizen participation within social innovation process. Before we had World wide Web as distribution channel for so call of *pushing out of the information* where the Internet pages were static E-bulletins and WWW was utilitarian and people were pretty neutral in regards the Internet. Today, however, if we consider WWW as community through social media networks, where people, depending of the age, race, gender and/or level of the education spent the most of the time on the interactive social networks, we come to different conclusion: In front of us is, instead of “pushing” the “pulling out of the information” based on interaction, communication, comment, wishes, remarks...Social WWW is informal, virtually inspirational and emotional.

Our research has shown that cyberbullying became a normal thing within children lives such as everyday “teasing” process in the real schooling process. Also, on the question, do you talk about cyberbullying as a problem such as “dirty photos, provocative and dirty languages and threats online” in the school, 85 out of 90 children (94%) said – NO! This is an alarm for the educational system in Bosnia and Herzegovina because now it is doubled – from the school goes online and nobody cares.

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SLIDE SEVEN (7)

Media literacy in itself carries two meanings: as the term is defined as the ability to access, analyze, evaluate and transmit messages through the media while the essential focus of media literacy is in acquiring complete knowledge of critical and creative skills, knowledge that helps to connect complex ideas, constantly questioning the appearances, trying to identify responses that will satisfy the congenital curiosity of each of us, but it also identifies the individual, and also wider, social misconceptions and delusions. Of course, in the aforementioned case, we focus on the media literacy concept that starts as a positive source of information – the one we are getting from the teachers at schools – directed towards positive manipulation of the formation, maintenance and development of a society of good intentions and interests intertwined for all purposes, not the negative manipulation of the formation, maintenance and development of society (we mainly get from the media channels of all kinds, and especially through social media) the intended orientation of satisfying individual and / or particular minor group and/or party intentions and interests all for one and / or one for all as I underlined back in 2018.

In the case of the experience of violence, despite fear and unhappy emotions, one should also remember about *collecting evidence* (e.g., e-mail, SMS, chat entry or comment on social media); *expressing objection* (if you can document it); *controlling emotions* (do not go into discussions and quarrels, do not assert the reasons for the stalker's action or ask for anything, etc.); *checking your devices and your environment* (check spyware on your digital devices, change login details using other, trusted devices); *taking care of your company* (isolating and hiding the problem will not help you); *notifying law enforcement* - for this you will need

evidence and a notification of persistent harassment, as focused and underline by my colleagues Dorota Siemieniecka and Małgorzata Skibińska from Poland.

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SLIDE EIGHT (8)

Most victims of stalking are women

Findings from Dorota Siemieniecka and Małgorzata Skibińska show that “The majority of victims of stalking are women in EU, 18% of women after the age of 15 experienced harassment (stalking). 4% of women in the EU were harassed by e-mails, text messages or the Internet. 4% of the surveyed women aged 18-29 (1.5 million) experienced harassment using new technologies during the 12 months preceding the survey. Out of all women who were victims of harassment, one in five (21%) had been harassed for more than two years, and one in five (23%) had to change their phone number or e-mail address due to harassment. 74% of harassed women did not report this to the police .”

The development of mobile telephony and the Internet has allowed stalkers to increase the speed and scale of their operations by providing them with convenient tools to harass their victims. Due to the growing importance and universality of media reception, the effects of the persecutor's actions are even more felt by victims as painful, painful and threatening their safety. The transfer of persecutory activities to the virtual space has been described as cyberstalking. Analogously to the adopted definitions of stalking, cyberstalking “is understood as persistent and unprovoked by the victim’s behaviour, includes multiple threats and behaviours that plague the victim, despite her or his suffering and requests to stop, using communication and information tools, which results in the victim being worried about his/ her safety.

The media can be a blessing as well as a curse. The popular social networking site Facebook has over 4 billion users. It is a huge database of people containing photos, film materials, animated gifs, text messages. Users themselves decide what content is posted on the portal and what access they assign to it. It is noted that 5 - 15 percent of Facebook accounts (accounting for 200 to 500 million accounts) are false. They are often used by criminals creating fake identities or impersonating real people.

To groups of friends, Internet users accept people with fake accounts as well as strangers (friends of their friends). Studies by Malcolm Parks and Kary Floyd from 1996 showed that 2/3 of Internet users were able to establish a relationship with a person on the Internet, nearly 8% of them described this relationship as affective.

Victims of stalking need support and help in coping with stress and emotions. Loss of self-confidence, self-esteem, sense of security and control, fear of evaluation of others and a tendency to isolate may lead to reduced well-being and even suicidal thoughts and attempts. In these situations, the importance of the family and the right relations prevailing in it, thanks to them you will be able to observe the victim's symptoms of harassment, make her talk, ensure closeness and full support, and persuade to counteract.

The contemporary world under the influence of globalization giving the reality characteristics of mosaic, pictorial and mass culture, despite its many advantages, unfortunately creates a feeling of loneliness and loss in the global and immediate space that changes the meaning of

time, which reduces the interpersonal relationships and the level of communication skills compassion. These problems are often expressed in emotional problems, interpersonal communication misunderstandings, inability to establish and maintain deep and direct partner relationships, improper realization of own needs or far-reaching imaginativeness. The freedom, a sense of anonymity and lack of control overwhelm many who misbehave to this new reality by displaying their “helplessness” in the form of aggression and violence. Is it already a pathology or a cry for help? We must react educate, raise, counteract and help to become a social being again.

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SLIDE NINE (9)

Conclusions are:

1. Unifying schooling system in Bosnia and Herzegovina
2. Education of educators about social media influence on children – cyberbullying factor
3. Media literacy is the key factor for all involved sides within the social media
4. Visuality is the key within the education, although visuality with positive stand which will include interests of all involved sides, based on more communication, educated (literate) communication, above all.
5. Adults may seek help in various facilities, example such as *Crisis Intervention Centres* and counselling centres specializing in therapeutic help. When the victim of stalking becomes a child, it is important to include, for example, a school and a psychological and pedagogical counselling centre. It is also necessary to contact a psychologist who will assess the degree of influence of what has happened on the child's emotions and functioning in life”.

THANK YOU FOR YOUR ATTENTION